



# **College of Education**

## **Preconditions Report**

Submitted to:  
California Commission on Teacher Credentialing

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# **SPECIAL CHARACTERISTICS OF UNIVERSITY OF PHOENIX**

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## **University Overview**

The concept of a university for working adults emerged in the early 1970s from field-based research conducted at San Jose State University on educational programs for law enforcement personnel and professional educators. Implementation of this research resulted in the founding of a higher education management and consulting firm, the Institute for Professional Development (IPD). Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, saw an opportunity—and seized it—to cater to working adults seeking higher education by offering convenient class times at local sites. The University of Phoenix (UOPX) was created in 1976.

The University of Phoenix is wholly-owned by Apollo Group, Inc. The University Central Administration offices are located in Phoenix, Arizona. Apollo Group, Inc. is publicly traded on the NASDAQ Exchange. The University of Phoenix is the nation's largest private university, offering undergraduate and graduate degree programs at more than 200 locations as well as online in most countries around the world.

## **Mission**

University of Phoenix provides access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations and provide leadership and service to their communities.

## **Purposes**

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student's work place.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only the advanced academic preparation, but also the skills that come from the current practice of their professions.
- To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling,

- and student services.
- To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working adult.
- To generate the financial resources necessary to support the University's mission.

### **Goals**

University of Phoenix is based upon a social agenda of access to higher education with an emphasis on student success that can be used in the real world. University of Phoenix's learning goals are:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration

### **College Overview**

University of Phoenix (UOPX) College of Education (COE) has five local California campuses (Sacramento, Central Valley, Bay Area, Southern California, and San Diego) as well as the California online modality. The Masters of Arts in Education program is preaccredited by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 2007 to December 2012, and was approved by the California Commission on Teacher Education (CCTC) in 1999 (Appendix A CCTC Approval Letter). For additional information visit [teac.org](http://teac.org). The College of Education is also seeking accreditation with the National Council for Accreditation of Teacher Education (NCATE). The COE currently offers the following credential programs:

- Multiple Subject
- Multiple Subject Internship
- Single Subject
- Single Subject Internship
- CTEL

The College of Education has been offering credential programs in California since 1999. In order to meet specific state needs, the College developed and implemented the Masters of Arts degrees in Multiple Subject and Single Subject. In 2008, the College developed and implemented the CTEL program. In 2010-2011 the College will implement their 2010 CCTC approved MAED/Adm, Adm certificate, and the BSLS/TED-Multiple Subject programs.

Education programs at the University of Phoenix are developed and taught by full-time faculty experienced in K-12 education and skilled practitioners – professional educators, currently working in classrooms and schools throughout California. This model ensures students will be prepared to meet the ever-changing needs of children. Through individual and collaborative work, students acquire knowledge and skills that will assist them in creating a dynamic educational environment.

The College of Education's philosophy is to "Impact student learning, one educator at a time." Our programs are designed to connect teacher learning directly to student learning.

The College of Education oversees the development, implementation, and review of programs. The College is headed by the Dean, who works in collaboration with associate and assistant deans within the college to provide leadership and direction for all programs on a full-time basis. Associate and assistant deans work collaboratively with college program directors and managers to monitor state regulations, implement and manage unit and program assessment, and coordinate the development and revision of program coursework, assessments, practicum experiences, and other program components. All College of Education staff work directly with campus staff and faculty on program development and implementation.

### **Mission**

Impact student learning, one educator at a time. We prepare educators who are professional leaders, advocates for learning, and reflective practitioners.

### **Conceptual Framework**



The Conceptual Framework provides a common structure for all initial and advanced preparation education programs at University of Phoenix. The Conceptual Framework is centered on the Educational Professional and seven themes that support professional practice. An emphasis on knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice binds these themes together. The themes are reflected in and emphasized throughout coursework, candidate assessments, field experience, and clinical practice as appropriate. It is the guiding document for faculty, candidates, advisors, and academic staff in the design and implementation of programs, and candidate and program evaluation.

Initial and advanced preparation programs emphasize the following themes for professional practice.

- Advocating for Learning
- Collaborating with Educational Communities
- Engaging in Reflective Practice
- Integrating Technology
- Leading through Innovative Practices
- Practicing Professional Ethics
- Valuing Diversity

The focus and themes of the Conceptual Framework are aligned with the University of Phoenix Learning Goals, as well as with the University's mission. The University Learning Goals apply to each student in every program at all degree levels and are incorporated into curricula, instruction, and assessment.

- Collaboration
- Communication
- Critical Thinking and Problem Solving
- Information Utilization
- Professional Competence and Values

# MATRIX OF APPROVED PROGRAMS, CURRENT ENROLLMENT AND COMPLETERS

## Enrollment MAED/TEDCA

Campus	Number of Candidates AY 08-09*	Number of Completers/ Graduates AY 08-09*	Number of Candidates AY 09-10*	Number of Completers/ Graduates AY 09-10*
	E/S**	E/S	E/S	E/S
San Diego	61/63	31/19	70/76	21/7
SoCal	347/374	126/150	270/311	96/107
Bay Area	41/34	38/20	37/39	22/11
Sacramento	69/54	43/28	61/53	20/17
Central Valley	69/61	14/16	54/48	21/7
Online	342/376	N/A	511/448	46/34

\*Sept 1 – Aug 31 \*\* E=Multiple Subject and S=Single Subject

## Enrollment MAED/TEDCA Internship and Early Completion Options

Campus	Number of Internships		Number of Internship Completers		Number of Early Completion Options		Number of Early Completion Options Completers	
	08-09	09-10	08-09	09-10	08-09	09-10	08-09	09-10
San Diego	2	1	1	0	0	0	0	0
SoCal	51	46	25	6	0	0	0	0
Bay Area	8	8	4	3	0	0	0	0
Sacramento	3	3	0	0	0	0	0	0
Central Valley	6	9	2	1	0	0	0	0
Online	4	9	0	3	0	0	0	0

## CTEL/CLAD Certificate Candidates

<i>Site</i>	<i>Number of Candidates</i>	<i>Number of Completers/Graduates</i>
Central Valley	24	17
Northern California	103	123*
Sacramento	0	34*
San Diego	46	45
Southern California	97	93
Online Modality	2131	1688

\*Candidates who enrolled prior to September 2008, but completed during 2008.

# **PRECONDITIONS FOR ALL PROFESSIONAL PREPARATION PROGRAMS**

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***(1) Accreditation and Academic Credit. To be granted initial institutional accreditation by the Commission to become eligible to submit programs or to be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations and (b) grants baccalaureate academic credit or postbaccalaureate academic credit, or both.***

The University of Phoenix is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA) located online at <http://www.ncahigherlearningcommission.org>. Initial accreditation was granted in 1978 with a 10-year accreditation renewal in 2003 (See Appendix B HLC Approval Letter). Since the University's geographic diversity encompasses five of the nation's six accreditation regions, representatives from NCA's sister organizations also participate in accreditation reviews. The most recent NCA reaffirmation visit occurred in 2002 and a representative from the Western Association of Colleges and Schools (WASC) participated.

The University of Phoenix Vancouver, British Columbia Campus has recently become the first private university in British Columbia to receive accreditation status through the Private Post-Secondary Education Commission of British Columbia (PPSEC). The Bachelor's and Master's of Science in Nursing programs also are accredited by the National League of Nursing Accreditation Commission (NLNAC). The Master of Counseling in Community Counseling program, offered at the Phoenix and Tucson campuses, is accredited by the Council on Accreditation of Counseling Related Educational Programs (CACREP). The College of Education are members of the American Association of Colleges of Teacher Education (AACTE). In addition to NCA, NLNAC, CACREP, and AACTE affiliations, the University of Phoenix participates in a variety of other organizations that promote educational quality.

***(2) Responsibility and Authority. To be granted initial institutional/district accreditation by the Commission or initial program accreditation or continuing accreditation by the Committee on Accreditation, the institution/district shall provide the following information.***

- (a) Identify the position within the organizational structure that is responsible for ongoing oversight of all credential preparation programs offered by the institution/district (including credential programs offered by the extension division, if any).***
- (b) Provide a description of the reporting relationship between the position described in (a) and the individuals who coordinate each credential program offered by the institution/district. If a reporting relationship is***

***indirect, describe the levels of authority and responsibility for each credential program.***

The College of Education has one Dean, three Associate Deans, and four Assistant Deans who provide leadership and direction for all education programs on a full-time basis (See Appendix C: College of Education Org Chart). There is also an educational staff consisting of a project director and curriculum development managers who directly monitor state regulations and work with faculty to develop curriculum for all programs in the College of Education.

Each campus employs a Campus College Chair (CCC) who monitors the Education programs at the campus level including daily operations, district relationships, program delivery, and local faculty oversight. This individual supervises faculty and interacts with Education students on a daily basis. This Chair is a full-time faculty member who teaches in the College of Education. In California, there are six Campus College Chairs who oversee the Teacher Education Programs across the state. They are located at six main campuses: SoCal, Bay Area, Sacramento, Central Valley, Online, and San Diego.

The Campus College Chair reports directly to the Director of Academic Affairs at his or her respective campus but also has an indirect reporting relationship to the Deans (See Appendix D Campus Org Chart). The Campus College Chair at each campus is responsible for maintaining the academic quality and rigor of the Education programs. They participate in the initial selection of faculty members and provide training and professional development on an on-going basis. The Campus College Chair is responsible for establishing the Advisory Committee for the Education programs and serves as the chair for various other Education-related committees, including the Campus Retention Committee, which monitors student progress in the Education programs. Campus College Chairs meet monthly with their Regional Dean, to review new program implementations, discuss curricular issues, and report on findings from the various committees as well as scholarly contributions from their faculty.

The Campus College Chairs also serve as the primary liaisons in the professional community and are instrumental in developing strong partnerships with other institutions of higher education, local education associations, and governmental bodies. Student advisement and program planning is handled by a team made up of the Campus College Chair, an admissions advisor, an academic advisor, a credential analyst, a financial aid advisor, and other student services personnel. The University of Phoenix ensures all staff that interface with students are trained to answer the questions and concerns regarding their teacher credential program.

In addition, the Campus College Chair supervises credential analysts and program managers who maintain records and monitor candidate progress in the program to ensure that candidates meet all requirements before being recommended for a credential. The program has been designed to incorporate state and University requirements for successful program completion and recommendation for credential.

- (3) ***Personnel Decisions. To be granted initial program accreditation or continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution/district that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.***

The University of Phoenix does not discriminate on the basis of race, color, national origin, sex, disability or Vietnam-era veteran status in its educational programs, activities, or employment practices. The University complies with Title IX of the Education Amendments of 1972, Titles VI and VII of the Civil Rights Act of 1964 and regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with disabilities Act of 1990.

- (4) ***Demonstration of Need. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.***

The University of Phoenix currently offers the MAED/TED and CTET program at campuses throughout the state. These programs have maintained consistent enrollment in the last five years. The CTET program is expected to drop in enrollment as K-12 teachers meet the required CLAD. Consistently, the California campuses have a general running enrollment of 1,500 to 2,000 students per calendar group. Local districts and schools request our students as student teachers with the objective of possible future hire. These schools have affiliation agreements with the University.

- (5) ***Practitioners' Participation in Program Design. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.***

The University of Phoenix assembled a core development team composed of K-12 teachers, administrators, County Office of Education personnel, University faculty, and Campus College Chairs to design a new teacher education program based on SB 2042 standards. This group began by looking at the new California standards and their alignment with our current program offerings. They identified areas of congruence and areas requiring adjustment or major modification in order to produce a program that meets the SB 2042 standards. Finally, the team identified the coursework and curriculum

sequence. Many of the team members were also responsible for curriculum design and development and serve as faculty in the program.

- (6) *Commission Assurances. To be granted initial program accreditation by the Committee on Accreditation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission; (b) assure that the institution/district will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program; and (c) assure that the institution/district will participate in focused reviews of one or more aspects of the program when designated by the Commission.***

The University of Phoenix is approved to offer programs leading to credentials in multiple and single subjects based on the requirements of SB 2042. In addition, the institution offers internship programs in both multiple and single subjects. The CTET program is also approved.

The University welcomes evaluation by the Commission and expects to be included in the standard review process for program approval and subsequent re-approval, as well as any focused review required by the Commission. In Spring 2002, University of Phoenix hosted a review team as part of the review of pilot programs in California. The experience was an excellent opportunity to be evaluated by colleagues and educators in the field and provided us with valuable insight on our program.

- (7) *Requests for Data. To be granted initial or continuing accreditation by the Committee on Accreditation, the institution/district must identify a qualified officer responsible for reporting and respond to all requests from the Commission for data including, but not limited to, program enrollments, program completers, examination results, and state and federal reporting within the time limits specified by the Commission.***

The Regional Assistant Dean, Dr. Gay Lynn P. Smith, will serve as the Commission contact for data requests for all University of Phoenix campuses in California. Her contact information is as follows:

Gay Lynn P. Smith  
858-414-8314  
[gaylynn.smith@phoenix.edu](mailto:gaylynn.smith@phoenix.edu)

***General Preconditions Established by State Law***

- (8) *Faculty Participation. Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b)***

Integral to the success of a teaching/learning model designed specifically for working adults is the selection of faculty that have both the advanced academic preparation necessary to teach discipline-specific theory and the practical professional experience to render the theory relevant and useful. It was this necessity that led to the University's decision to emphasize the use of full-time and practitioner educators. Simply put, this is one of the most effective ways to educate working adults. At the same time, the University is cognizant of the stability that full-time faculty members bring to an institution and its programs, and views this stability as indispensable to the long-term achievement of the mission and purposes of the institution and the College of Education. The University of Phoenix has consciously created an academic structure that allows it to achieve both of these outcomes.

There is a sound pedagogical rationale for a practitioner faculty in an adult-centered institution. Adult students bring a wealth of professional experience to the classroom and are eager to share that experience with their fellow students and the instructor. In order for instructors to have credibility with these students, they must be actively practicing what they are discussing in the classroom. Furthermore, because instructors are grounded in the world of work, they bring current practices and knowledge to the classroom and, as the curriculum requires, expect the students to apply those practices and use that knowledge in their own work. The transfer of knowledge from classroom to the larger world has historically been a major problem for higher education. The University believes that a practitioner faculty member, working within the teaching/learning system, brings a very effective solution to the transfer of knowledge problem.

The Dean of the College of Education, in collaboration with the Campus College Chair and College of Education faculty, prescribes the educational and experiential qualifications used in selecting faculty. Only faculty who have met the qualifications and criteria to teach receive an official approval to teach specific courses. This is done through the Content Area Requests (CAR). This is the University's way to ensure that each course and field experience in the credential program is assigned to a faculty member with the appropriate background of advanced study and professional work experience.

It is the responsibility of the Campus College Chair to recruit exceptional school district personnel to be faculty and ensure that they have the academic and professional work experience required. The University seeks individuals who are educators working in various professional roles such as master teachers or individuals serving in administrative roles within school systems who have instructional leadership expertise. The University

practices non-discrimination in all of its faculty hiring practices. Faculty are hired based on their current professional experience, content knowledge, experience with schools and classrooms that reflect the cultural diversity of society, and educational background. Faculty submit requests for approval on a course-by-course basis through the CAR process. Faculty without a specific course approval will not be scheduled to teach a particular course. This quality control system ensures that only the most qualified faculty are in the classroom. By University policy, faculty course approvals are audited by the University every two years to ensure that those approved to teach have relevant, documented, current, professional work experience, and appropriate educational preparation.

The practitioner educators must possess earned master's or doctoral degrees from regionally accredited institutions. The appropriate state credential is also a requirement for faculty selection and approval. In addition, they must have a minimum of five years recent professional experience in a field related to the subject matter of the courses they teach. This emphasis on practical, professional experience is a direct response to the nature of the University of Phoenix student population.

The majority of the University's Education faculty are employed in the public school system in administrative, counseling, or classroom teaching positions. By nature of their positions in the public school system, they can participate in activities that promote their professional development in their respective districts, thus enriching the classroom experience provided for University of Phoenix students and providing a valuable link for the University to current needs of the educational community.

- (9) *California Basic Educational Skills Test. In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44225 (n)***

***For Internship Programs: In each internship program of professional preparation, candidates who are admitted shall be required to pass the California Basic Educational Skills Test prior to assuming intern teaching responsibilities. Reference: Education Code Section 44252 (b)***

#### **Clarification of General Precondition 9**

**Legislative Intent.** General Precondition 9 does not require passage of the CBEST for admission, only that the examination be taken. It is the intent of the Legislature that admission to a program not be denied solely on the basis of having failed to pass the CBEST. Further, it is expected that institutions will make provisions for assisting candidates in passing the exam.

**Applicants Residing Out of State When They Apply for Admission.** Persons residing outside of California when they apply for admission must take the CBEST no later than the second available administration of the test after enrolling in the program.

**Candidate Qualifications.** The standard requires that Multiple and Single Subject Credential (Program Standard 17) candidates must pass the CBEST prior to daily student teaching.

Admission to the University occurs in two stages: institution admissions criteria and Candidacy Level I and Level II criteria (Admission College of Education). Students must meet the institution's admissions requirements upon initial application to the University. Candidates must meet the requirements of Level I, including passing of the CBEST by 12 credits into their program, and Level II prior to student teaching. The Internship program requires candidates to pass the CBEST and CSET prior to placement and assuming intern teaching responsibilities.

***(10) Certificate of Clearance. A college or university that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities until the candidate obtains a Certificate of Clearance from the Commission that verifies the candidate's personal identification, unless the individual has already completed the fingerprint and character identification process and has been issued a valid document by the Commission. Reference: Education Code Section 44320 (d)***

***For Internship Programs: A Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.***

All students enrolled in teacher credential programs and intern programs with the University of Phoenix must obtain a Certificate of Clearance prior to beginning student teaching. A Certificate of Clearance is also a requirement for Level I Candidacy. This is reflected in the progression requirements for the program and all candidates are made aware of this requirement upon enrollment (See Appendix E New Student Checklists).

## PRECONDITIONS FOR MULTIPLE AND SINGLE SUBJECT PROGRAMS

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- (1) *Limitation on Program Length. The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.*

*The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3).*

### *Clarification of Program Precondition 1*

*Professional Preparation Courses. Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.*

*Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet all of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of “professional preparation” shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.*

*Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the Commission’s Standards of Candidate Competence and Performance. These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.*

*Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program*

***Precondition 1 applies to courses that are selected by candidates from a required list of courses.***

The program of professional preparation for single and multiple subject credentials is imbedded in a master's degree program. The professional preparation requirements related directly to teacher credentialing are equivalent to one year of full-time study at the University (33 credits). The additional credits required for the program are pre-requisite coursework or research coursework necessary to earn the master's degree.

- (2) ***Limitation on Student Teaching Prerequisites. No college or university shall require candidates to complete more than the equivalent of nine semester units of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. Reference: Education Code Section 44320 (a).***

***Clarification of Program Precondition 2***

***Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.***

Candidates are eligible to begin their student teaching experience after nine credits of professional preparation coursework. In addition to meeting the coursework requirement, candidates must have complied with the progression requirements established by the institution, (i.e., subject matter competence and Certificate of Clearance). (See Appendix F – Course Lists and Prerequisites).

- (3) ***English Language Skills. In each program of professional preparation, the college or university or school district requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.***

Candidates receive specific coursework addressing instruction and assessment of English Learners and are required to make modifications to lesson plans and instruction during their methods coursework to accommodate a multitude of learners, including English Language Learners. In addition, students must demonstrate these skills during the fieldwork and student teaching components of the program.

- (4) ***Undergraduate Student Enrollment. Undergraduate students of any campus of the California State University or the University of California shall be allowed to***

*enroll in any professional preparation course, as defined in Interim Program Precondition 1. Reference: Education Code Section 44320 (a).*

***Clarification of Program Precondition 4***

*Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.*

Not applicable to our institution.

**(5) *Program Admission. The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. Reference: Education Code Sections 44227 (a).***

- *The candidate provides evidence of having passed the appropriate subject matter examination(s).*
- *The candidate provides evidence of having attempted the appropriate subject matter examinations(s).*
- *The candidate provides evidence of registration for the next scheduled examination.*
- *The candidate provides evidence of having completed a Commission approved the appropriate subject matter preparation program.*
- *The candidate provides evidence of continuous progress toward meeting the subject matter requirement.*
- *The candidate provides evidence of enrollment in an organized subject matter examination preparation program.*

Admission to the University occurs in two stages: institution program admissions criteria and Candidacy Level I and Level II criteria. Students must meet the institution's admissions requirements upon initial application to the University.

Admissions requirements to the University are as follows:

**University Admission Requirements**

The requirements for admission to the Teacher Education Program are as follows:

**A.** Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

**B.** Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they

reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

**C.** All **California** residents (Online and Local) must enroll in MAED/TED 06CA. Candidates in the MAED/TED-E and MAED/TED-S 06CA programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

**D.** A minimum equivalent of three (3) years post-high school work or volunteer experience.

**E.** All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**F.** A signed MAED/TED New Student Checklist

**G.** A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**H.** Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

**I.** Applicants who reside in the United States must meet one of the following requirements for admission:

1. Be a legal resident of the United States
2. Have been granted permanent residency
3. Have a valid visa that does not prohibit educational studies
4. Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order to for University Services to verify TPS status
5. Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status

**J.** ONLY students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.

**K.** Signed Enrollment/Disclosure Agreement

**L.** Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix (UOPX).

**M.** Students who have been expelled from UOPX are not eligible for readmission to UOPX. No appeals will be accepted.

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### **Level I - Program Progression (College of Education Admission)**

The University of Phoenix implements several screening processes for candidates of the Teacher Education Program to ensure that only the most qualified candidates enter, remain, and complete the program. Candidates must meet the following proficiency requirements prior to completing 12 semester credits of the program. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

- Documented six months (240 hours) of previous work or volunteer experience with children within the past five years
- Demonstration of basic skills proficiency (CBEST)

- Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
- Two professional letters of recommendation completed in the past year
- Verification of fingerprint clearance through CCTC (Certificate of Clearance)
- Verification of TB or immunization results (district/state specific)

**One** of the following:

- The candidate provides evidence of having passed the appropriate subject matter examination(s) (CSET).
- The candidate provides evidence of having attempted the appropriate subject matter examination(s) (CSET).
- The candidate provides evidence of registration for the next scheduled examination (CSET).
- The candidate provides evidence of having completed a Commission-approved subject matter preparation program.
- The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

#### **Level II Program Progression - Prior to Student Teaching**

- Passing score on TPA 1: Subject- Specific Pedagogy (assessment) and in TPA 001 (course)
- Passing score on TPA 2: Designing Instruction (assessment) and in TPA 002 (course)
- Passing scores on CSET subject matter exam

#### **Program Completion**

- Completion of program (3.0 GPA)
- 100 hours field experience
- 15 weeks of full-time student teaching
- Passing scores on Teaching Performance Assessment (1, 2, 3 and 4)
- Completion of e-portfolio (TaskStream)
- Graduation application prior to credential recommendation

#### **Requirements for Credential**

- RICA (Reading Instruction Competence Assessment) (before credential) (multiple subject candidates)
- U.S. Constitution (units or exam)
- CPR certificate

**(6) *Subject Matter Proficiency.*** *The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Sections 44259 (b) (5).*

- *For Multiple Subject programs (traditional, internship, and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).*

- *For Single Subject programs (traditional and/or internship), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.*
- *For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.*

All Multiple Subject and Single Subject candidates must pass their subject matter exam prior to student teaching. Interns must pass their subject matter exam prior to placement and instructional responsibilities or becoming the teacher of record. Evidence of passing scores on an appropriate subject matter exam is posted in TaskStream and verified by the Credential Analyst prior to student teaching or internship placement.

#### **Level II Program Progression - Prior to Student Teaching**

- Passing score on TPA 1: Subject- Specific Pedagogy (assessment) and in TPA 001 (course)
- Passing score on TPA 2: Designing Instruction (assessment) and in TPA 002 (course)
- Passing scores on CSET subject matter exam

#### **Internship Program Progression – Prior to Teacher of Record**

- Passing score on CBEST
- Passing score on appropriate CSET for intern placement
- Completion of a bachelor's degree from a regionally accredited institution
- Letter of Intent to Hire
- Signed Internship Agreement
- Certificate of Clearance
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Verification of TB results
- Documented six months (240 hours) of previous work or volunteer experience with children within the past five years.
- Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
- Two professional letters of recommendation completed in the past year
- Completion of the following coursework: MTE/506CA, MTE/507CA, MTE/508CA, ELL/500, MTE/520CA, RDG/530CA or RDG/542CA.

- (7) *Completion of Requirements. A college or university or school district that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the*

*candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).*

- *Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution*
- *Passage of the California Basic Education Skills Test (CBEST)*
- *Completion of an accredited professional preparation program*
- *Completion of the subject matter requirement*
- *Demonstration of knowledge of the principles and provisions of the Constitution of the United States*
- *Passage of the Teaching Performance Assessment*
- *Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).*

The University of Phoenix completion requirements for the MAED/Teacher Education program mirror those required by the State of California. Students must qualify for admissions (3.0 on regional accredited baccalaureate degree), Candidacy Level I and II as noted above (CBEST, CSET), and the following program and credential requirements.

#### **Program Completion**

- Complete Admissions requirements
- Complete Candidacy Level I and II requirements
- Completion of program (3.0 GPA)
- 100 hours field experience
- 15 weeks of full-time student teaching
- Passing scores on Teaching Performance Assessment (1, 2, 3 and 4)
- Completion of e-portfolio (TaskStream)
- Graduation application prior to credential recommendation

#### **Requirements for Credential**

- RICA (Reading Instruction Competence Assessment) (before credential) (multiple subject candidates)
- U.S. Constitution (units or exam)
- CPR certificate

### **Preconditions for Internship Programs**

- (11) *Bachelor's Degree Requirement. Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.*

The admissions requirements for the internship program require candidates to hold a baccalaureate degree from a regionally accredited institution. Admission requirements to the University are stated below:

### **University Admission Requirements**

The requirements for admission to the Teacher Education Program are as follows:

**A.** Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

**B.** Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved UOPX evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

**C.** All California residents (Online and Local) must enroll in MAED/TED 06CA. Candidates in the MAED/TED-E and MAED/TED-S 06CA programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

**D.** A minimum equivalent of three (3) years post-high school work or volunteer experience.

**E.** All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**F.** A signed MAED/TED New Student Checklist

**G.** A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**H.** Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

**I.** Applicants who reside in the United States must meet one of the following requirements for admission:

1. Be a legal resident of the United States
2. Have been granted permanent residency
3. Have a valid visa that does not prohibit educational studies
4. Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order to for University Services to verify TPS status
5. Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status

**J.** ONLY students who reside within the United States and its territories are eligible to enroll into a UOPX bachelor or master of education program.

**K.** Signed Enrollment/Disclosure Agreement

**L.** Applicants who have been expelled from other institutions are not eligible for admission to University of Phoenix (UOPX).

M. Students who have been expelled from UOPX are not eligible for readmission to UOPX. No appeals will be accepted.

- (12) ***Subject Matter Requirement. Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the intern is authorized to teach. Each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the intern is authorized to teach. Each Education Specialist intern admitted into the program has met the subject matter requirement for the subject area(s) in which the intern is authorized to teach. Reference: Education Code Section 44325(c) (3).***

Interns must meet the below qualifications prior to internship, post in TaskStream where they are verified by the Credential Analyst.

- Passing score on CBEST
- Passing score on appropriate CSET for intern placement
- Completion of a bachelor's degree from a regionally accredited institution
- Letter of Intent to Hire
- Signed Internship Agreement
- Certificate of Clearance
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- US Constitution (units or exam)
- Verification of TB results
- Documented six months (240 hours) of previous work or volunteer experience with children within the past five years.
- Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
- Two professional letters of recommendation completed in the past year
- Completion of the following coursework: MTE/506CA, MTE/507CA, MTE/508CA, ELL/500, MTE/520CA, RDG/530CA, or RDG/542CA

- (13) ***Pre-Service Requirement.***
- (a) ***Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners.***
- (b) ***Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners.***

University of Phoenix has a CCTC approved Intern Program Pre-service that requires the following coursework prior to placement.

Type of Instruction	Description (course number if appropriate)	Hours
Classroom management and planning	<i>MTE/520CA Maintaining an Effective Learning Climate:</i> This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.	3 credit hours (44 instructional hours)
Developmentally appropriate teaching practices	<i>MTE/506CA Child and Adolescent Development:</i> This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.	2 credit hours (28 instructional hours)
Pedagogy: General (multiple subject), Subject (single subject), or Specialty Specific (special education)	<i>MTE/508CA Models, Theories, and Instructional Strategies:</i> This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and	3 credit hours (44 instructional hours)

	develop a lesson plan in their content area. Candidates also will be enrolled in the MAED/TED-E or -S program, where they will study specific content area strategies in-depth under the guidance of faculty and mentors.	
Teaching English learners	<i>ELL/500 Instructional Methods for English Language Learners:</i> This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.	3 credit hours (44 instructional hours)
Communications skills including reading	Communications skills (reading, writing, oral presentation) are embedded throughout the coursework. Candidates will be enrolled in the MAED/TED-E or -S program, where they will study specific instructional strategies for reading in-depth under the guidance of faculty and mentors. Multiple subject candidates will take RDG 530; single subject candidates will take RDG 542.	4 credit hours (RDG 530) (60 instructional hours); 3 credit hours (RDG 542) (44 instructional hours)

***(14) Professional Development Plan. The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:***

- (a) Provisions for an annual evaluation of the district intern.*
- (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of pre-service or other clinical training, if any, including student teaching.*
- (d) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.*
- (e) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.*

The intern is counseled weekly during their weekly class. Each intern is assigned a faculty supervisor who also evaluates the student's progress.. In addition, the district assigns the student a mentor/partner teacher. The mentor teacher provides guidance, support, and evaluation. This is outlined in the Internship Agreement between the University and the District.

Interns are required to complete the pre-service plan prior to placement as an intern (see Preconditions 13 above). This includes: *MTE/506CA Child and Adolescent Development*; *ELL/500 Instructional Methods for English Language Learners*. During the first year of their internship, students take *SPE/514CA Survey of Special Populations*.

University of Phoenix interns are not placed in bilingual or special education classrooms.

***(15) Supervision of Interns.***

- (a) In all internship programs, the participating institutions shall provide supervision of all interns.*
- (b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.*

Districts participating in the intern program with University of Phoenix complete an affiliation agreement that clearly states the roles of the institution, the district, and the student (See Appendix G Affiliation Agreements). Districts must also confirm that they are meeting the salary requirements outlined in the Education Code to ensure regulatory compliance.

All University supervisors are full or part-time faculty members who have the appropriate credential in the area(s) that they supervise. Compensation is based on the number of candidates being supervised (no more than an 8:1 ratio), the number of observations, as well as faculty professional and academic experience. Supervisors are assigned in cooperation with the district to ensure best fit. Faculty expertise, area of credential and location are considered when making supervisor assignments. Faculty supervisors must be easily accessible to candidates and be an available resource for the district, candidate, and University.

- (16) Assignment and Authorization. To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.***

Each participating district is required to sign an Intern Agreement with the University of Phoenix's College of Education stating that the school district agrees to authorize the candidates in an internship program to assume the functions that are authorized by the regular standard credential. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s).

- (17) Participating Districts. Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452. (This may include charter schools and officially designated non-public schools as well)***

University of Phoenix participates with California public schools or County Offices of Education for internship and student teaching and field experience. An Affiliation Agreement between the University and the participating districts or county offices are required. Districts and schools have agreed to place interns and candidates in the approved University of Phoenix Internship Teacher Education Program (See Appendix H Internship Approval Letter).

- (18) Early Program Completion Option. (Does not apply to an Education Specialist intern program) Each multiple and single subject intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:***

- (a) Pass a written assessment adopted by the Commission that assesses knowledge of teaching foundations as well as all of the following:***
- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students***

- *Techniques to address learning differences, including working with students with special needs*
- *Techniques to address working with English learners to provide access to the curriculum*
- *Reading instruction in accordance with state standards*
- *Assessment of student progress based on the state content and performance standards*
- *Classroom management techniques*
- *Methods of teaching the subject fields*

*(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option. Pending implementation of the teaching performance assessment, the program may recommend an intern for a preliminary multiple subject or single subject teaching credential based on demonstrated competence in the field experience component of the internship program.*

*(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).*

*(d) Meet the requirements for teacher fitness.*

*An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program (Reference: Education Code Section 44468).*

All students who are eligible for Internship have an opportunity to consider the Early Completion Option as stated in Policies and Procedures: 17-B. Candidates who are seeking an Internship must also be advised of the Early Completion Option. Those candidates who do not pass the ECO assessment may continue as an intern.

#### **Early Completion Option Requirements for a Preliminary Credential**

1. Meet qualifications for the Early Completion Option.
2. Pass Student Teaching Seminars A & B with grade of B or better.
3. Pass the Teaching Performance Assessment (Subject Specific Pedagogy; Designing Instruction; Assessing Learning; Culminating Teaching Experience).
4. Pass the Reading Instruction Competence Assessment (RICA) -Multiple subject candidates only
5. Complete technology course in the use of computers in educational settings
6. Complete any additional remediation as required
7. Institutional Recommendation

*(19) Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is*

***participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).***

University interns complete the MAED/TED Multiple Subject and Single Subject program within two years. The University does not offer specialist credentials.

***(20) Non-Displacement of Certificated Employees. The institution and participating districts must certify that interns do not displace certificated employees in participating districts.***

The participating school districts are required to sign an Internship Agreement with the University of Phoenix's College of Education that clarifies interns do not displace certificated employees of the bargaining unit.

***(21) Justification of Internship Program. When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.***

Many school districts currently working with University of Phoenix student teachers have expressed an interest in placing intern teachers with our institution. The internship program between the University and participating districts is committed to the placement of highly qualified teachers into the classroom setting in an effort to reduce the number of non-credentialed teachers currently used in participating districts. Interns are required to meet a higher standard of preparation without displacing any regular bargaining unit teachers.

The University has an Advisory Committee to provide guidance for the intern program. Members of this committee include district personnel that represent the bargaining unit teachers of participating districts, as well as district administrators. Committee members continually provide feedback on employment needs and ways in which the University can assist districts in providing them with highly qualified candidates.

***(22) Bilingual Language Proficiency. Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).***

Not applicable



# PRECONDITIONS FOR CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL PROGRAMS FOR CLAD CERTIFICATION)

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*To be approved by the Commission, a California Teachers of English Learners (CTEL) Program for CLAD Certification must comply with the following preconditions.*

- (1) *Per Title 5, Section 80015 (a)(3), each program for the California Teachers of English Learners shall require completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 quarter upper division/graduate quarter units) in the approved coursework for the certificate.*

University of Phoenix CCTC approved CTEL program is 12 graduate semester units (See Appendix I CCTC CTCL Approval Letter). The course titles, descriptions, and number of credits per course are listed below:

ELD 502: <i>Foundations of Instruction for Limited-English Proficient Students</i>	This course introduces students to the principles of teaching English Learners. It addresses effective collaboration among English Learners, their families, paraprofessionals, and the community to improve learning. Effective instructional techniques, methodologies, resources, and cultural awareness are also explored.	3 credits
ELD 504: <i>Assessment of English Learners</i>	This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.	3 credits
ELD 506: <i>Understanding Language Acquisition and Cognition</i>	This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.	3 credits
ELD 535: <i>Teaching Reading and Writing to Second Language Learners</i>	This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.	3 credits

- (2) *Per Title 5, Section 80015.2(a), applicants recommended for a Crosscultural, Language, and Academic Development Certificate (CLAD) must possess a valid California teaching credential, services credential, children's center*

*instructional permit, or children's center supervision permit which authorized the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:*

- a. Emergency credentials or permit,*
- b. Exchange credentials as specified in Education Code Section 44333,*
- c. District intern certificates as specified in Education Code Section 44325,*
- d. Sojourn certificated employee credentials as specified in Education Code Section 44856;*
- e. Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3;*

The requirements for admission to this program include the following:

“Candidates entering this program must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults [with the exceptions noted above].”

## Appendix A – CCTC 2042 Approval Letter

STATE OF CALIFORNIA  
COMMISSION ON TEACHER CREDENTIALING  
1900 Capitol Avenue  
Sacramento, California 95814-4215  
(916) 445-0148  
FAX (916) 323-4508  
OFFICE OF THE EXECUTIVE DIRECTOR

GRAY DAVIS, Governor



RECEIVED

JUN 10 2003

UOP  
Office of the President

*Original  
Given  
Lynn  
Marla  
Shirley*

June 10, 2003

Laura Palmer Noone, President  
University of Phoenix  
4615 E. Elwood Street  
Phoenix, AZ 85040

Dear President Noone:

I am pleased to inform you that on May 22, 2003, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following program of preparation for multiple and/or single subject credentials under the SB 2042 program standards:

Multiple Subject Credential  
Multiple Subject Internship  
Single Subject Credential  
Single Subject Internship

Should you or your staff have any questions relating to this action, you may address them to Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to the University of Phoenix for its commitment to the preparation of professional educators.

Sincerely,

Sam W. Swollord, Ed.D.  
Executive Director

cc: Marla LaRue, Dean  
School of Education

SWS/BG/LB/ta

## Appendix B Higher Learning Commission Approval Letter



90 North LaSalle Street, Suite 2600 | Chicago, IL 60602-2304 | 312-253-0656  
800-621-7440 | Fax: 312-253-7442 | [www.ncahighereducation.com](http://www.ncahighereducation.com)

Serving the common good by assuring and advancing the quality of higher learning

June 30, 2003

President Laura Palmer Nouns  
University of Phoenix  
4615 East Elwood Street  
Phoenix, AZ 85040-1958

Dear President Palmer Nouns:

This letter is formal notification of the action taken concerning University of Phoenix by the Higher Learning Commission. At its meeting on June 23, 2003, the Institutional Actions Council voted to continue the accreditation of University of Phoenix, and to adopt any new items entered on the updated Statement of Affiliation Status (SAS). The Commission Board of Trustees validated that action through its validation process concluded on June 30, 2003. The date on this letter constitutes the effective date of this new status with the Commission.

As you know, the official team report of the visit included reports on Georgia and Texas written primarily by the Southern Association of Colleges and Schools (SACS) as well as the report of the Ohio Board of Regents (OBR) visit. The Council reviewed these materials and noted the common recommendation regarding faculty qualifications in both reports. The Council concurred with the recommendation that the University address issues surrounding faculty qualifications and requested that I write this paragraph informing the University of its decision. The Statement of Affiliation Status of the University reflects the addition of a progress report focused on the ongoing commitment of University to identify and secure practitioner faculty appropriate to the content and level of its programs. In this report, the University will tell how its cadre of practitioner faculty are qualified by education or tested experience to instruct graduate and undergraduate offerings. The report on faculty qualifications is due at the Commission on or before December 31, 2003.

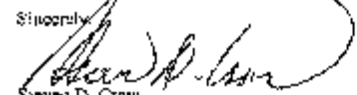
Notably a new Record of Status and Scope (RSS) is attached to this letter. The RSS includes the SAS and the Statement of Institutional Scope and Activities (SISA). The SISA is generated from the database and includes specific information gleaned from your Annual Report as well as from the team. This year we are holding the annual report information gathered online with our database redesign is complete. The Annual Report was designed to link with the new database, for our current one. Therefore, instead of sending you a Record of Status and Scope that is not current, I choose only to send the SAS portion of it. As soon as the new database is finished and tested, I will forward your full Record of Status and Scope. I will summarize the relationship between the Commission and University of Phoenix. Modifications to it may require prior approval from the Commission, although several sections of the Statement of Institutional Scope and Activity can be modified through submission of the Annual Report. In the meantime, I highly recommend that if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Karen M. Kietzman, your staff liaison.

- Changes in your institution that would require further Commission action prior to their initiation are found in Chapter 12 of *The Handbook of Accreditation, Second Edition* and on pages 41-46 of the March 2002, *Addendum to the Handbook*. The Addendum can be found on the Commission's website at [www.ncahighereducation.com](http://www.ncahighereducation.com) under the Information for Affiliated Institutions and Consultant Evaluators. Please review them with care.

Information about informing the public of this action is found in Chapter 13 of the Commission's *Handbook*.

On behalf of the Board of Trustees I thank you and your associates for your cooperation.

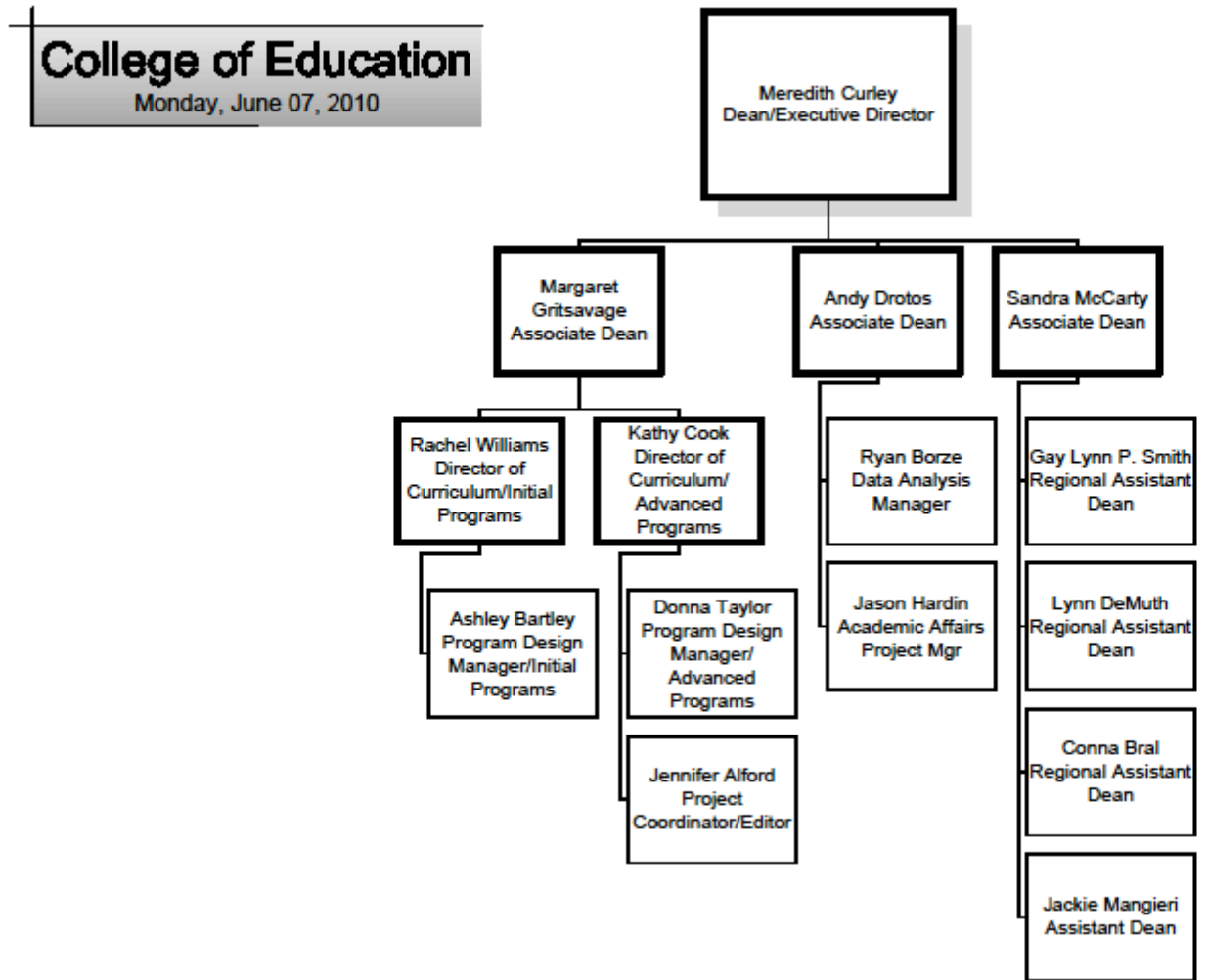
Sincerely,

  
Steven D. Crow  
Executive Director

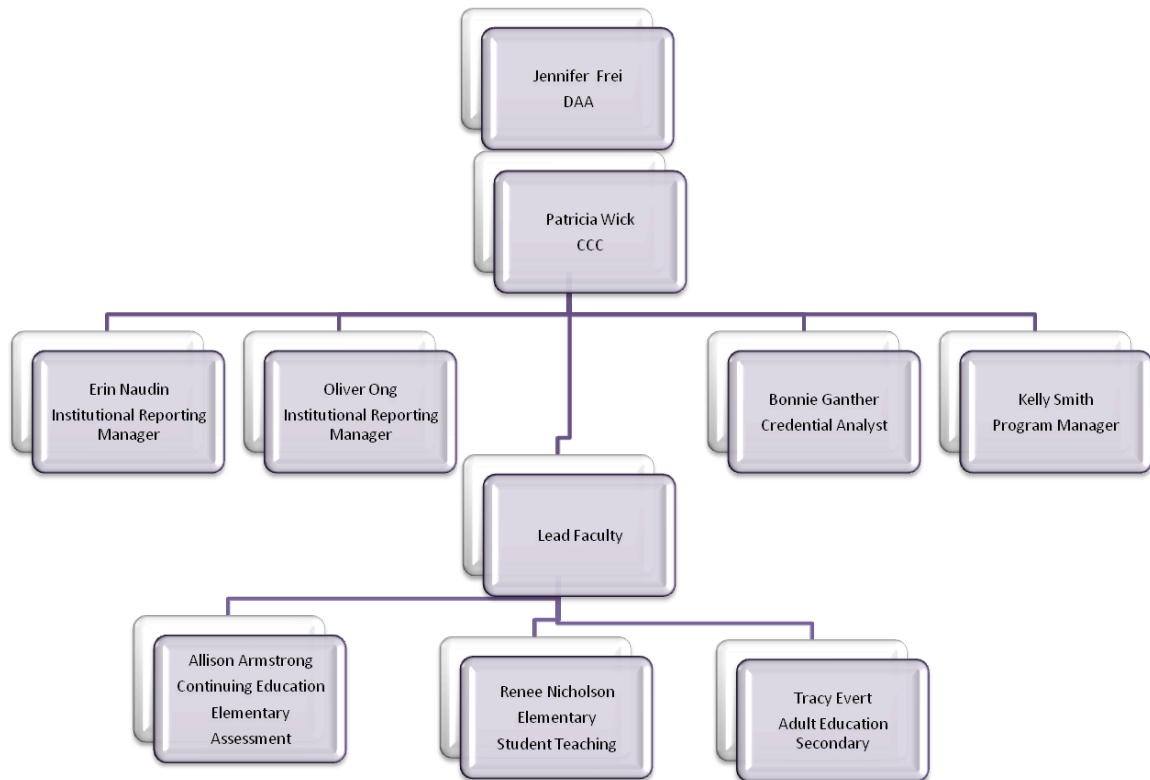
Enclosure: Statement of Affiliation Status

cc: Evaluation Team Members  
Chair of the Board

## Appendix C College of Education Organizational Chart



## Appendix D Campus Organization Chart (Sacramento)



# Appendix E New Student Checklists (MAED/TED Multiple & Single Subject and Internship, Early Completion Option)



## California

## MAED/TED-E 06CA NEW STUDENT CHECKLIST

*This Checklist is to better inform you of the progression and completion requirements of your degree for the University of Phoenix Master of Arts in Education-Teacher Education program.*

Name: \_\_\_\_\_ IRN: \_\_\_\_\_

### Candidacy Status – Level II

*Candidates must meet the following proficiency requirements prior to completing 12 semester credits of the program. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).*

- Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
- Demonstration of basic skills proficiency (CBEST)
- Verification of fingerprint clearance through CCTC (Certificate of Clearance)
- Verification of TB results
- One of the following:
  - \* The candidate provides evidence of having passed the appropriate subject matter examination(s) (CSET).
  - \* The candidate provides evidence of having attempted the appropriate subject matter examination(s) (CSET).
  - \* The candidate provides evidence of registration for the next scheduled examination (CSET).
  - \* The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - \* The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

### Academic Progression Requirements

*Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).*

Students must pass the following prior to beginning their student teaching experience:

- TPA 1: Subject-Specific Pedagogy (assessment) and TPA 001 (course)
- TPA 2: Designing Instruction (assessment) and TPA 002 (course)
- CSET subject matter exam

### Student Teaching

Student teaching is a full-time experience and is a minimum of 15 weeks long. Student teaching cannot be waived. Candidates must follow the application and placement guidelines in place at their campus. Candidates understand that there are limitations for student teaching depending on the

school district's schedule, including summer and holiday breaks which may impact financial aid and/or program completion dates.

### Completion Requirements

- Completion of program (3.0 GPA). No more than 6 credits may be waived.
- 100 hours of field experience
- 15 Weeks of full-time student teaching
- Passing scores on Teaching Performance Assessment (1, 2, 3 and 4)
- Completion of e-portfolio (TaskStream)
- Graduation application prior to credential recommendation

### Certification Requirements

- RICA (Reading Instruction Competence Assessment) (before credential)
- U.S. Constitution (units or exam)
- Application for Credential
- Certification in cardiopulmonary resuscitation (CPR)
- Meet any and all other state requirements as set forth by California to receive state certification

*Program and Certification requirements are subject to change based on Department of Education or University Policy.*

**Agreement:** I understand that the University of Phoenix group I am joining may be combined with another group, split, moved to another location or moved to another day of the week based on the size of the class and the space availability. Students will be notified of all group changes and informed regarding options available which may include directed studies or distance education. I have read and understand the information on this checklist.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## California

## MAED/TED-S 06CA NEW STUDENT CHECKLIST

This Checklist is to better inform you of the progression and completion requirements of your degree for the University of Phoenix Master of Arts in Education-Teacher Education program.

Name: \_\_\_\_\_ IRN: \_\_\_\_\_

### Candidacy Status – Level II

Candidates must meet the following proficiency requirements prior to completing 12 semester credits of the program. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

- Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
- Demonstration of basic skills proficiency (CBEST)
- Verification of TB results
- Verification of fingerprint clearance through CCTC (Certificate of Clearance)
- One of the following:
  - \* The candidate provides evidence of having passed the appropriate subject matter examination(s) (CSET).
  - \* The candidate provides evidence of having attempted the appropriate subject matter examination(s) (CSET).
  - \* The candidate provides evidence of registration for the next scheduled examination (CSET).
  - \* The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - \* The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

### Single Subject Credential Specialty (check only one and specify, if required)

- |   |  |
|---|--|
| <input type="checkbox"/> Art (Visual)   | <input type="checkbox"/> Physical Education  |
| <input type="checkbox"/> English        | <input type="checkbox"/> Languages other than English, excluding Sign Language (specify):  |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Science (specify): <input type="checkbox"/> General Science <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Earth and Planetary Science <input type="checkbox"/> Physics |
| <input type="checkbox"/> Social Science |  |

### Academic Progression Requirements

Candidates must provide the following prior to student teaching. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

- TPA 1: Subject-Specific Pedagogy (assessment) and TPA 001 (course)
- TPA 2: Designing Instruction (assessment) and TPA 002 (course)
- CSET subject matter exam

### Student Teaching

Student teaching is a full-time experience and is a minimum of 15 weeks long. Student teaching cannot be waived. Candidates must follow the application and placement guidelines in place at their campus. Candidates understand that there are limitations for student teaching depending on the school district's schedule, including summer and holiday breaks which may impact financial aid and/or program completion dates.

### Completion Requirements

- Completion of program (3.0 GPA). No more than 6 credits may be waived.
- 100 hours of field experience
- 15 Weeks of full-time student teaching
- Passing scores on Teaching Performance Assessment (1, 2, 3 and 4)
- Completion of e-portfolio (TaskStream)
- Graduation application prior to credential recommendation

### Certification Requirements

- U.S. Constitution (units or exam)
- Application for Credential
- Certification in cardiopulmonary resuscitation (CPR)
- Meet any and all other state requirements as set forth by California to receive state certification

**Program and Certification requirements are subject to change based on Department of Education or University Policy.**

**Agreement:** I understand that the University of Phoenix group I am joining may be combined with another group, split, moved to another location or moved to another day of the week based on the size of the class and the space availability. Students will be notified of all group changes and informed regarding options available which may include directed studies or distance education.

I have read and understand the information on this checklist.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
US/RO



## California

## MAED/TED-S 06CA INTERN NEW STUDENT CHECKLIST

This Checklist is to better inform you of the progression and completion requirements of your degree for the University of Phoenix Master of Arts in Education-Teacher Education Intern program.

Name: \_\_\_\_\_ IRN: \_\_\_\_\_

### Progression Requirements

Candidates must meet the following proficiency requirements prior to completing 12 semester credits of the program. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

- Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
- Dispositions Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)

### Intern Qualifying Requirements

- Passing score on (CBEST)\*
- Passing score on appropriate CSET for Intern placement\*
- Completion of a Bachelor's degree from a regionally accredited Institution
- Letter of Intent to Hire
- Signed Internship Agreement
- Certificate of Clearance\*
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- Verification of TB results\*
- Completion of the following course work:
  - MTE/S07 or MTE/S07CA    MTE/S09 or MTE/S08CA    SEI/500 or ELL/500
  - MTE/S05 or MTE/S06CA    MTE/S20 or MTE/S20CA    RDG/542CA

\* Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

### Single Subject Credential Specialty (check only one and specify, if required)

- |   |  |
|---|--|
| <input type="checkbox"/> Art (Visual)   | <input type="checkbox"/> Physical Education  |
| <input type="checkbox"/> English        | <input type="checkbox"/> Languages other than English, excluding Sign Language (specify):  |
| <input type="checkbox"/> Math           | <input type="checkbox"/> Science (specify): <input type="checkbox"/> General Science <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Earth and Planetary Science <input type="checkbox"/> Physics |
| <input type="checkbox"/> Social Science | <input type="checkbox"/> Health Sciences   |

### Student Teaching

Student teaching is a full-time experience and is a minimum of 15 weeks long. Intern candidates may complete their student teaching experience in their current classroom as long as it meets the content/grade level requirements for the credential they are seeking. Candidates will be evaluated by a university faculty supervisor, must complete the student teaching seminar courses and successfully pass all parts of the Teaching Performance Assessment.

Students must pass the following prior to beginning their student teaching experience:

- TPA 1: Subject-Specific Pedagogy (assessment) and TPA 001 (course)
- TPA 2: Designing Instruction (assessment) and TPA 002 (course)

Students must provide evidence of passing scores on CSET subject matter exam prior to student teaching.

### Completion Requirements

- Completion of program (3.0 GPA). No more than 6 credits may be waived
- 100 hours of field experience
- 15 weeks of full-time student teaching
- Teacher Work Sample
- Completion of e-portfolio (Taskstream)

### Certification Requirements

- Application for credential
- US Constitution (units or exam)
- Certification in cardiopulmonary resuscitation (CPR)
- Meet any and all other state requirements as set forth by California to receive state certification
- If an intern candidate is removed from the University Intern program, the University must notify the California Commission on Teacher Credentialing. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

Program and Certification requirements are subject to change based on Department of Education or University Policy.

Agreement: I understand that the University of Phoenix group I am joining may be combined with another group, split, moved to another location or moved to another day of the week based on the size of the class and space availability. Students will be notified of all group changes and informed regarding options available which may include directed studies or distance education.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## California MAED/TED-E 06CA INTERN NEW STUDENT CHECKLIST

This Checklist is to better inform you of the progression and completion requirements of your degree for the University of Phoenix Master of Arts in Education-Teacher Education Intern program.

Name: \_\_\_\_\_ RN: \_\_\_\_\_

### Progression Requirements

Candidates must meet the following proficiency requirements prior to completing 12 credits of the program. Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

- Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
- Dispositions Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)

### Intern Qualifying Requirements

- Passing score on (CBEST)\*
- Passing score on appropriate CSET for intern placement\*
- Completion of a Bachelor's degree from a regionally accredited institution
- Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
- Completion of the following course work:  
MTE/507 or MTE/507CA MTE/509 or MTE/508CA SEI/500 or ELL/500  
MTE/505 or MTE/506CA MTE/520 or MTE/520CA RDG/530CA
- Letter of Intent to Hire
- Signed Internship Agreement
- Certificate of Clearance\*
- Verification of TB results\*

\* Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).

### Student Teaching

Student teaching is a full-time experience and is a minimum of 15 weeks long. Intern candidates may complete their student teaching experience in their current classroom as long as it meets the content/grade level requirements for the credential they are seeking. Candidates will be evaluated by a university faculty supervisor, must complete the student teaching seminar courses and successfully pass all parts of the Teaching Performance Assessment.

Students must pass the following prior to beginning their student teaching experience:

- TPA 1: Subject-Specific Pedagogy (assessment) and TPA 001 (course)
- TPA 2: Designing Instruction (assessment) and TPA 002 (course)

Students must provide evidence of passing scores on CSET subject matter exam prior to student teaching.

### Completion Requirements

- Completion of program (3.0 GPA). No more than 6 credits may be waived
- 15 weeks of full-time student teaching
- 100 hours of field experience
- CalTPA
- Completion of e-portfolio (Taskstream)

### Certification Requirements

- RICA (Reading Instruction Competence Assessment) (before credential)
- Application for credential
- If an intern candidate is removed from the University intern program, the University must notify the California Commission on Teacher Credentialing. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
- Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.
- US Constitution (units or exam)
- Certification in cardiopulmonary resuscitation (CPR)
- Meet any and all other state requirements as set forth by California to receive state certification

*Program and Certification requirements are subject to change based on Department of Education or University Policy.*

**Agreement:** I understand that the University of Phoenix group I am joining may be combined with another group, split, moved to another location or moved to another day of the week based on the size of the class and space availability. Students will be notified of all group changes and informed regarding options available which may include directed studies or distance education. I have read and understand the information on this checklist.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

USRO



**California**

**MAED/TED 05CA (E&S) EARLY COMPLETION OPTION  
NEW STUDENT CHECKLIST**

*This Checklist is to better inform you of the progression and completion requirements of your degree for the University of Phoenix Master of Arts in Education-Teacher Education Early Completion Option.*

Name: \_\_\_\_\_ IRN: \_\_\_\_\_

**Early Completion Option Qualifying Requirements**

*Evidence of these proficiencies must be uploaded and submitted to the student's e-portfolio (TaskStream).*

- Undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned a recognized foreign institution
- Passing score on California Basic Skills Test (CBEST)\*
- Passing score on appropriate California Subject Examinations for Teachers (CSET)\* OR complete a Commission-approved subject matter program
- Passing score on Teaching Foundations Examination (TFE)\*
- U.S. Constitution (units or exam)
- Verification of fingerprint clearance through CCTC (Certificate of Clearance)\*
- Verification of TB results\*
- Offer of employment\*
- Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
- Dispositions Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
- Two professional letters of recommendation completed in the past year
- Signed Early Completion Option Agreement

**Student Teaching**

Student teaching is a full-time experience and is a minimum of 15 weeks long. Candidates will complete their student teaching experience in their current classroom as long as it meets the content/grade level requirements for the credential they are seeking. Candidates will be evaluated by a university faculty supervisor, must complete the student teaching seminar courses with a grade of "B" or better, and successfully pass all of the Teaching Performance Assessments. Candidates will be assigned a mentor at the school site for the duration of their district contract. Candidates have only one opportunity to successfully complete the student teaching experience.

Students must pass the following prior to beginning their student teaching experience:

- TPA 1: Subject-Specific Pedagogy (assessment) and TPA 001 (course)
- TPA 2: Designing Instruction (assessment) and TPA 002 (course)

**Completion Requirements**

- Completion of coursework (3.0 GPA).
- 15 weeks of full-time student teaching
- Passing scores on Teaching Performance Assessment (1, 2, 3 and 4)
- Completion of required components of e-portfolio (TaskStream)

**Certification Requirements**

- RICA (Reading Instruction Competence Assessment) (before credential) (multiple subject/elementary candidates only)
- Application for credential
- Meet any and all other state requirements as set forth by California to receive state certification
- If an early completion option candidate is removed from the University program, the University must notify the California Commission on Teacher Credentialing.

**Program and Certification requirements are subject to change based on CCTC or University Policy.**

**Agreement:** I understand that the University of Phoenix group I am joining may be combined with another group, split, moved to another location or moved to another day of the week based on the size of the class and the space availability. Students will be notified of all group changes and informed regarding options available which may include directed studies or distance education.

I have read and understand the information on this checklist.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F Course Listings and Prerequisites

### Master of Arts in Education Elementary Teacher Education (MAED/TED-E)

Course Number	Course Title	Credits	Weeks	Prerequisites
<i>MTE/507CA+</i>	Orientation to Teacher Education	0	1	---
COM/516*	Professional Communications	1	3	---
MTE/501CA**	The Art and Science of Teaching	2	4	MTE/507, COM/516
<i>MTE/506CA</i>	Child and Adolescent Development	2	4	COM/516
<i>MTE/508CA★</i>	Models, Theories and Instructional Strategies	3	6	MTE/506CA
<i>ELL/500★</i>	Instructional Methods for English Language Learners	3	6	---
SPE/514CA★	Survey of Special Populations	2	4	---
TPA/001+	Subject Specific Pedagogy	1	3	MTE/508CA
<i>MTE/520CA</i>	Maintaining an Effective Learning Climate	3	6	COM/516
RDG/530CA■	Curriculum Constructs & Assessment: Reading/Language Arts	4	8	MTE/508CA
MTE/531CA■	Curriculum Constructs and Assessment: History & Social Science	2	4	---
MTE/532CA■	Curriculum Constructs and Assessment: Science and Mathematics	4	8	---
TPA/002+	Designing Instruction	1	3	TPA/001
MTE/534CA	Curriculum Construct & Assessment: Visual & Performing Arts	2	4	---
MTE/537CA	Curriculum Construct & Assessment: Physical Education and Health	2	4	---
MTE/562**	Assessment and Evaluation	3	6	---
ELM/523CA♦	Elementary Student Teaching Part A	4	8	---

ELM/524CA♦	Elementary Student Part B	4	8	ELM/523
<b>Total Program Credits</b>		<b>43</b>		

\*Entry Point

\*\* Feeder option course

♦ Minimum Grade Required

+ Pass/Fail Grade

★ Prior to TPA 001

▪ Prior to TPA 002

*Italic Courses* – Prior to Internship Application

### Master of Arts in Education Secondary Teacher Education (MAED/TED-S) –

Course #	Course Title	Credits	Weeks	Prerequisites
<i>MTE/507CA</i> +	Orientation to Teacher Education	0	1	---
COM/516*	Professional Communication	1	3	---
MTE/501CA**	The Art and Science of Teaching	2	4	MTE/507, COM/516
<i>MTE/506CA</i>	Child and Adolescent Development	2	4	COM/516
<i>MTE/508CA</i> ★	Models, Theories and Instructional Strategies	3	6	MTE/506
<i>ELL/500</i> ★	Instructional Methods for English Language Learners	3	6	---
SPE/514CA★	Survey of Special Populations	2	4	---
TPA/001+	Subject Specific Pedagogy	1	3	MTE/508CA
<i>MTE/520CA</i>	Maintaining an Effective Learning Climate	3	6	COM/516
RDG/542CA▪	Curriculum Constructs and Assessment: Reading Methods for	3	6	MTE/508

	Secondary Settings			
ELEC/500■	Secondary Methods Elective	3	6	---
TPA/002+	Designing Instruction	1	3	TPA/001
MTE/541CA	Language Development for Secondary Settings	2	4	---
MTE/562**	Assessment and Evaluation	3	6	---
SEC/523CA◆	Secondary Student Part A	4	8	---
SEC/524CA◆	Secondary Student Part B	4	8	SEC/523
<b>Total Program Credits</b>		<b>37</b>		

\*Entry Point

\*\* Feeder option course

◆ Minimum Grade Required

+ Pass/Fail Grade

★ Prior to TPA 001

■ Prior to TPA 002

*Italic Courses* – Prior to Internship Application

<b>ELEC/500 Secondary Methods Elective – CHOOSE ONE COURSE</b>		
<b>California Students Choose One of the Following Courses:</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
MTE/543CA	Curriculum Constructs and Assessment: Secondary Visual and Performing Arts	3
MTE/544CA	Curriculum Constructs and Assessment: Secondary Math	3
MTE/546CA	Curriculum Constructs and Assessment: Secondary English/Language Arts	3
MTE/547CA	Curriculum Constructs and Assessment: Secondary History/Social Science	3
MTE/548CA	Curriculum Constructs and Assessment: Secondary Science	3
MTE/550CA	Curriculum Constructs and Assessment: Global Languages	3
MTE/551CA	Curriculum Constructs and Assessment: Physical Education	3
MTE/560CA	Curriculum Constructs and Assessment: Secondary Health Science	3
<b>ELEC/510 Secondary Elective</b>		
<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>
MTE/541CA	Language Development for Secondary Settings	2

## **Appendix G Affiliation Agreement Listing 2010**

Adelanto School District  
Albany Unified School District  
Antelope Valley Union High School District  
Office  
Ben Ross Public School Academy  
Buellton Union School District  
Campbell Union High School District  
Carlsbad Unified School District  
Carmel Unified School District  
Castaic Union School District  
Centinela Valley Union High School District  
Ceres Unified School District  
Chaffey Joint Union High School District  
Charter Oaks Unified School District  
Chula Vista Elementary School District  
Claremont  
Clovis Unified School District  
Coast Union High School  
Coast Unified School District  
Corona-Norco Unified School District  
Desert Sands Unified School District  
Duarte Unified School District  
Dunsmuir Elementary School District  
Elk Grove  
Fairfield-Suisun Unified School District  
Fremont Unified School District  
Fullerton School District  
Gilroy Unified School District  
Huntington Beach Union HS District  
Lakeside Union School District  
Live Oak School District  
Lompoc Unified School District  
Mammoth Unified School District  
Manteca Unified School District  
Mark West Union School District  
Montebello Unified School District  
Mt. Diablo Unified School District  
Napa Valley Unified School District  
Nuview Union School District  
Oakdale Joint Unified School District  
Ocean View School District  
Oxnard Union High School District

Placentia-Yorba Linda  
Pleasant Ridge Union School District  
Pleasanton Unified School District  
Romoland School District  
Salinas Elementary School District  
Sacramento City Unified  
San Diego City Schools

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San Luis Obispo County Office of Education  
San Mateo-Foster City School District  
San Ramon Valley USD  
Sanger Unified School District  
Santa Barbara School District  
Santa Clara Unified School District  
Santa Maria Joint Union High School District  
Santa Maria-Bonita School District  
Santa Monica-Malibu School District  
Santa Rosa City Schools  
Santee School District  
Solana Beach School District  
Soledad Enrichment Action Charter  
Sonoma Valley Unified School District  
Soquel Union Elementary School District  
South San Francisco Unified School District  
Standard School District  
Taft City School District  
Tracy Unified School District  
Tulelake Basin  
Tulare City School District  
Vallejo City Unified School District  
Ventura Unified School District  
Victor Valley Union High School District  
West Covina Unified School District

## Appendix H CCTC Internship Approval Letter

STATE OF CALIFORNIA  
COMMISSION ON TEACHER CREDENTIALING  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, California 95811-4213

ARNOLD SCHWARZENEGGER, Governor



June 26, 2008

To: Dr. Marla LaRue  
Institution: University of Phoenix  
Subject: Intern Program Pre-service Report (Response to Coded Correspondence 08-03)

The Intern Pre-service Report(s) you submitted for the credential(s) listed below

Multiple Subject  
Single Subject

indicate that you provide a minimum of 120 hours of pre-service instruction and/or fieldwork in the following areas:

- Classroom Management & Planning
- Developmentally Appropriate Teaching Practices
- Pedagogy
- Teaching English Learners
- Communication Skills Including Reading

You have certified that all participants in your Intern Program receive 120 hours of pre-service course/field work before you recommend them for an Intern Credential and prior to their taking responsibility as "Teacher of Record."

You have met the requirement of this compliance review. A full qualitative review of your Intern Program, including the pre-service component, will be completed as part of the accreditation system's activities.

Michael McKibbin  
Administrator  
Professional Services Division  
Commission on Teacher Credentialing

## Appendix I CCTC CTCL Approval Letter

CAN-80-2008 WED 01:27 PM

FRESDIRECTOR@CTC

480 627 1830

P. 01

STATE OF CALIFORNIA

COMMISSION ON TEACHER CREDENTIALING

1600 Capitol Avenue  
Sacramento, California 95811-4215  
(916) 324-8302  
Fax: (916) 323-4568

ARTURO SCHWARZKEGGER, Director



OFFICE OF THE EXECUTIVE DIRECTOR

January 24, 2008

William Pepicello, President  
University of Phoenix  
4615 E. R. Wood Street  
Phoenix, AZ 85046

Dear President Pepicello:


I am pleased to inform you that on January 17, 2008, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation submitted by the University of Phoenix:

California Teachers of English Learners (CTEL) Program

Should you or your staff have any questions relating to this action, you may address them to Teri Clark, Administrator of Accreditation, at (916) 323-5917.

The Commission and its staff are grateful to the University of Phoenix for its commitment to the preparation of professional educators.

Sincerely,

  
Dale A. Janssen  
Executive Director

cc: Marla LaRue, Dean  
School of Education

P. David Pearson, Chair

D./LB/TC/a